Dr. Dawn Lindsay
President
410-777-1177
Fax: 410-777-4222
dslindsay@aacc.edu

March 6, 2020

Dr. James Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Anne Arundel Community College (AACC) is requesting approval for a new program, American Sign Language associate of arts degree. The current area of concentration has been modified to a stand-alone degree. This program is designed to allow students to complete a liberal arts transfer degree with a significant number of credit hours in American Sign Language (ASL), while fulfilling their general education requirements. With approval, this American Sign Language (ASL) degree program (composed of pre-existing courses) prepares students to transfer to a four-year institution in a wide range of majors in liberal arts, human services, behavioral and social sciences, social work, education, or Deaf education, and to subsequently enter the workforce in a variety of settings serving the Deaf community.
This program is consistent with the college's mission in that it will allow us to respond "to the needs of our diverse community by offering high quality, affordable, accessible, and innovative life-long learning opportunities."

Thank you and we look forward to the Maryland Higher Education Commission's decision. Should you have any questions, please contact Dr. Alycia Marshall, Associate Vice President for Learning & Academic Affairs at aamarshall@aacc.edu or (410) 777-2776.

Sincerely,

Dr. Dawn Lindsay
President

cc: Michael H. Gavin, Ph.D., Vice President, Learning
        Alycia Marshall, Ph.D., Associate Vice President for Learning & Academic Affairs
        Alicia Morse, Ph.D., Dean, Liberal Arts
        Nanci Beier, M.A., Registrar
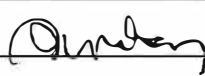   Tara Carew, M.B.A., Director, Financial Aid

MHEC
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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Anne Arundel Community College

Each __action__ below requires a separate proposal and cover sheet.

- ⦿ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ⦿ Yes ○ No	Payment Type: ○ R*STARS ⦿ Check	Payment Amount: 600.00	Date Submitted: 3/13/2020

Department Proposing Program	World Languages	
Degree Level and Degree Type	Undergraduate and Associate degree	
Title of Proposed Program	American Sign Language	
Total Number of Credits	60	
Suggested Codes	HEGIS:	CIP: 16.1601
Program Modality	⦿ On-campus	○ Distance Education (*fully online*)
Program Resources	⦿ Using Existing Resources	○ Requiring New Resources
Projected Implementation Date	⦿ Fall ○ Spring ○ Summer	Year: 2020
Provide Link to Most Recent Academic Catalog	URL: https://catalog.aacc.edu/	

Preferred Contact for this Proposal	Name:	Dr. Alycia Marshall
	Title:	Associate Vice President, Learning & Academic Affairs
	Phone:	(410) 777-2776
	Email:	aamarshall@aacc.edu

President/Chief Executive	Type Name: Dr. Dawn Lindsay
	Signature: _(signature)_ Date
	Date of Approval/Endorsement by Governing Board: 02/25/2020

Revised 3/2019

PROPOSAL FOR:

__X__ NEW INSTRUCTIONAL PROGRAM

_____ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

__X__ WITHIN EXISTING RESOURCES or _____ REQUIRING NEW RESOURCES

(For __each__ proposed program, attach a __separate__ cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Anne Arundel Community College
Institution Submitting Proposal

Fall 2020
Projected Implementation Date

Associate of Arts	American Sign Language
Award to be Offered	Title of Proposed Program

	16.1601
Suggested HEGIS Code	Suggested CIP Code

World Languages	Dawn Meissner
Department of Proposed Program	Name of Department Head

Dr. Alycia Marshall	aamarshall@aacc.edu	410-777-2776
Contact Name	Contact E-Mail Address	Contact Phone Number

President/Chief Executive Approval

Signature and Date

February 25. 2020
Date

Date Endorsed/Approved by Governing Board

ANNE ARUNDEL COMMUNITY COLLEGE

American Sign Language, Associate of Arts

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

AACC's Mission Statement: "With learning as its central mission, Anne Arundel Community College responds to the needs of our diverse community by offering high quality, affordable, accessible, and innovative life-long learning opportunities."

To help meet the above mission, AACC has developed a variety of high quality programs for students who wish to receive an Associate of Arts Transfer degree, and then transfer to a four-year institution offering Bachelor of Arts degrees in various professional disciplines. This program is designed to allow students to complete a liberal arts transfer degree with a significant number of credit hours in American Sign Language (ASL), while fulfilling their general education requirements. Adding this American Sign Language (ASL) degree program (composed of pre-existing courses) prepares students to transfer to a four-year institution in a wide range of majors in liberal arts, human services, behavioral and social sciences, social work, education, or Deaf education, and to subsequently enter the workforce in a variety of settings serving the Deaf community.

The Registry of Interpreters for the Deaf (RID) currently requires a minimum of a bachelor's degree for certification as an ASL interpreter. Students considering this career path can complete the proposed Associate of Arts Transfer degree in American Sign Language (ASL) at AACC as preparation for earning the required academic credential at the transfer institution. Students who complete a bachelor's degree with a major or minor in Deaf Studies, such as at Towson University or McDaniel College, receive preparation to work in agencies and organizations which provide services to the Deaf community. These may include careers as case managers, residential advisors, teaching assistants, job coaches, and administrative assistants. Other graduates from four year programs choose to pursue further training to become ASL interpreters, or go on to graduate degree programs in Deaf education, audiology, speech pathology, or social work.

The careers associated with this degree program are forecast to grow at the following national rates during the 2010-2020 decennium as per the Bureau of Labor Statistics Occupational Outlook website[1] social and human service assistants 16%, social workers 16%, interpreters and translators (of which ASL interpreters are a subset) 18%, and special education teachers (of which Deaf education professionals are a subset) 8%. Central Maryland's Deaf population is numerically significant due to the proximity of Gallaudet University in Washington, DC. As a result, local demand for services provided by professionals in these career fields will track closely national trends. Currently available data from the Maryland Department of Labor, Licensing & Regulation website's Growth Occupation Tool,[2] which compiles the state's Occupational

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[1] https://www.bls.gov/ooh
[2] https://www.dllr.state.md.us/lmi /wiagrowthind/got.shtml

Employment Statistics, detail growth in these professions in the State of Maryland during the early post-recessionary period 2011-2014 as follows: social workers 0.98%, interpreters and translators 4.41%, and special education secondary school teachers 3.03%.

2. **Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

The college's strategic plan (2016), *Engagement Matters: Pathways to Completion*,[3] focuses on creating the ideal conditions to ensure that more students complete their educational goals and earn family sustaining wages. The college is pursuing this plan while adhering to the mission's central tenet of committing to academic excellence, which is the fundamental foundation upon which the work and continued reputation as a college of distinction is built.

The strategic plan is strongly rooted in national research and best practices and reflects the student journey through the key milestones of engagement, entry, progress and completion. This guided pathways approach aims to provide better structure through intentional programming and interventions that will help all students through each milestone. The overriding purpose of *Engagement Matters: Pathways to Completion* is to "increase completion by transforming the culture of the institution to ensure equity and that the college remains student-ready and committed to academic excellence." The three Engagement Matters goals are:

- **Goal 1: Engagement & Entry** - Increase connection and enrollment of all students through a college-wide emphasis on equity, student success and academic excellence.

- **Goal 2: Progress** - Increase progress of all students through a college-wide emphasis on equity, student success and academic excellence.

- **Goal 3: Completion** - Increase completion of all students through a college-wide emphasis on equity, student success and academic excellence.

If approved, successful completion of the American Sign Language (ASL) degree program will adequately prepare and connect students to a wide range of transfer degree opportunities further supporting the College's strategic goals of progress and completion, positioning more students to earn family sustaining wages.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).**

As documented in section L, the majority of funds required to offer and sustain this program are devoted to retaining a full-time faculty member with regionally-competitive salary and benefits and between one and three adjunct faculty members. The current full-

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[3] https://www.aacc.edu/about/mission-and-vision/strategic-plan

time faculty member assigned to this program, holds an earned doctoral degree, is a tenured associate professor, and is proceeding toward promotion to full professor in due course. In support of this program, the School of Liberal Arts is committed to preserving this tenure track line in the Department of World Languages to respond to the historically high demand for courses in American Sign Language. As this full-time faculty member devotes more time and resources to teaching the more advanced courses in this degree program over the next five years, the School of Liberal Arts likewise intends to allot funding from tuition and fees for the purpose of contracting additional adjunct faculty support at .4 FTE for the first three courses in the program requirement sequence. The funding required to support instructional expenses for this program exists currently and additional funding needs are expected to be available if needed through the Liberal Arts budget as the program expands over the next five years. Current administrative and technical support is available to sustain the program for the next five years and no additional funding for this support is required.

4. **Provide a description of the institution's commitment to:**

   a) **Ongoing administrative, financial, and technical support of the proposed program**

   The American Sign Language program is housed in the Department of World Languages within the School of Liberal Arts, and as such, it will continue to make use of the adequate administrative, financial and technical support provided by the School to the Department of World Languages. Administrative support for the department includes the collaboration of an office manager, program assistant, and an instructional coordinator (shared with two other departments in the School of Liberal Arts), the administrative assistant of the Dean of the School of Liberal Arts, and the college's full-time American Sign Language interpreter. The Department of World Languages is overseen by a Department Chair, Assistant Dean, and the Dean of the School of Liberal Arts. In terms of financial support of the proposed program, the School of Liberal Arts proposes to sustain its sequence of courses through continuous employment of a full-time faculty member in ASL, supplemented by adjunct faculty support on an as-needed basis. Since this is a traditional liberal arts transfer program containing only three online courses, the technical support required to ensure its continuation does not exceed that which is already provided within the School of Liberal Arts. This consists of an onsite technical call center and Anne Arundel Community College's Virtual Campus maintenance of the learning management system housing its online courses.

   b) **Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

   American Sign Language has represented the second-highest number of enrollments in the Department of World Languages each semester for at least the past decade. As such, the School of Liberal Arts intends to preserve a tenure-track full-time faculty line and create and renew any additional adjunct faculty contracts in American Sign

Language as necessary to sustain the program beyond the four to six year time period typically required for part-time students to complete an associate's degree and for as long as enrollments support its continued offering.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

   a. **The need for the advancement and evolution of knowledge**

   The American Sign Language (ASL) degree program helps prepare students for further study at the bachelor's and master's level in Deaf Studies and Deaf education. This field responds to many of society's most important challenges, such as filling an urgent need for professionally trained American Sign Language interpreters and providing adequate social and educational support in American Sign Language to members of the Deaf community. According to statistics compiled by the Governor's Office of the Deaf and Hard of Hearing,[4] 759,000 Marylanders aged 12 or older are Deaf or hard of hearing in both ears. This represents 12.7% of the total population of the state. As a result, the Governor's Office is committed to increasing the number of Deaf business owners, creating jobs for Deaf and hard of hearing Marylanders, providing better access to state services for Deaf and hard of hearing Marylanders, and improving ASL interpreter training, quality, and licensure. This American Sign Language (ASL) degree program directly responds to these needs as prioritized by a Maryland state government agency.

   b. **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**

   The Deaf community in the United States continues to have a demonstrated need for professional services provided by individuals fluent in American Sign Language (ASL), whether these are ASL interpretation, social, or educational services. The most vital corresponding challenges for institutions of higher education will be to populate pathways for completion of credentials in ASL and to ensure that the pool of students attaining these credentials corresponds in a meaningful way to the multidimensional diversity of the Deaf community. With the approval of this degree program, AACC (as an open access institution) will be particularly well-positioned to draw on the existing diversity of its minority and educationally disadvantaged student populations to recruit degree candidates with an aptitude to develop the requisite ASL skills and cultural competencies for functioning effectively and appropriately in settings serving the Deaf community.

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[4] http://odhh.maryland.gov

    c. **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

Not applicable.

2. **Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

The American Sign Language (ASL) degree program supports the Maryland Higher Education Commission's recognition that a traditional liberal arts education and associated programs offers "individual and societal benefits independent of manpower or market demand data…and provide immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and an understanding of the fundamentals of civilization"[5]. Likewise, the Maryland State Plan for Postsecondary Education[6] includes access and success as two of its major goals. This American Sign Language (ASL) degree program addresses these particular goals in significant ways. For example, the Plan links access to adequate secondary-level preparation to ensure that entering postsecondary students are college ready, allowing them to take full advantage of the academic programs they choose. Graduates from this program, working in careers detailed in Section A.1 of this document, will be vital in helping to support a "seamless transition from secondary to postsecondary level coursework" for Deaf and hard of hearing Marylanders seeking to access higher education. Statistics compiled by the Governor's Office of the Deaf and Hard of Hearing[7] and the Pew Research Center[8] indicate that the Deaf and hard of hearing population of Maryland is slightly higher than the state's Hispanic population, at 759,000 and 556,000 respectively. The State Plan's diversity goal includes the action recommendation "As part of the commission's mandatory eight-year regulatory review, MHEC will revisit its statutory and regulatory definitions and references to diversity to ensure that the concept is defined broadly, and inclusively, and encompasses those whose opportunity and access to postsecondary education is limited. These groups include underrepresented minorities, older adults, students with disabilities, and independent students." Graduates from this program will form an indispensable component of the Maryland workforce devoted to expanding the state's broad conception of diversity and increasing access to postsecondary education for the state's Deaf and hard of hearing residents.

C. Quantifiable & Reliable Evidence and Documentation of Market Supply & Demand in the Region and State:

Note: This section does not apply to programs in the liberal arts and sciences. (COMAR 13B.02.03.08)

D. Reasonableness of Program Duplication:

[5] https://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstitapprovals/COMAR_CH_03_Web.pdf
[6] https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf
[7] http://odhh.maryland.gov
[8] https://www.pewresearch.org/

1. **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

The collection of pre-existing courses at AACC that make up the American Sign Language (ASL) degree program requirements are already being taught at the College. The existence of the American Sign Language (ASL) degree program at AACC will help our students more readily find a pathway to transfer to a four-year institution in Deaf Studies and other related majors. Although a similar program in ASL Interpreting is offered at Community College of Baltimore County and an AA in American Sign Language (ASL) is offered at Montgomery College, no other Maryland community college offers American Sign Language (ASL) as a purely liberal arts transfer degree program. CCBC's degree program is a non-transfer Associate of Applied Science degree which prepares students to go directly into the interpreting field after a period of study of three to four years. It does not prepare students for transfer into a bachelor's degree program, and a bachelor's degree in any field is a requirement for certification by the Registry of Interpreters for the Deaf. In effect, as an applied science degree, CCBC's program requires students to take more credits than can be seamlessly applied to a bachelor's degree program and is more suited to students already possessing a bachelor's degree. Montgomery College's degree program offers students a much smaller range of general education coursework in the liberal arts and could be considered to be a language preparation program which directs students only to 4 year institutions with the full range of 300 and 400-level ASL courses, such as Gallaudet University. We feel that the flexibility offered by this degree program will allow students the opportunity for transfer into a wider range of bachelor's degree programs, preparing students for careers in Deaf education, ASL interpreting, human services, counseling, and social work in which excellent communication skills in ASL are a requirement.

TABLE 1: Peer Institution ASL Programs		
College	**A.A. Arts & Sciences Transfer Degree in American Sign Language (ASL) Offered?**	**Similar Programs**
Baltimore City Community College	No	N/A
Community College of Baltimore County	No	Associate of Applied Science in Interpreter Preparation; Certificate in Interpreter Preparation
Howard Community College	No	N/A
Montgomery College	No	Associate of Arts in ASL;

TABLE 2: Peer Institution ASL Curricula	
College	**Program Curriculum**
Anne Arundel Community College	Proposed: American Sign Language, Associate of Arts • 6 cr. English Composition • 6 cr. Arts & Humanities Gen Ed (ASL 111 and 1 course in another discipline) • 7 cr. Biological & Physical Sciences (1 course must include a laboratory) • 6 cr. Social & Behavioral Sciences Gen Ed (1 course each in two disciplines) • 3 cr. Mathematics Gen Ed • 3 cr. Technology Requirement (internal) • 3 cr. Wellness Requirement (internal) • 3 cr. Diversity Requirement (internal—fulfilled by ASL 120) • 18 cr. additional ASL courses (ASL 112, 113, 114, 121, 140, and 211)
Community College of Baltimore County	Interpreter Preparation, Associate of Applied Science • 6 cr. English Composition Gen Ed • 3-4 cr. Biological & Physical Sciences Gen Ed • 3 cr. Health Gen Ed • 3 cr. Informational Technology Gen Ed • 3-4 cr. Mathematics Gen Ed • 3 cr. Social & Behavioral Sciences Gen Ed • 42 cr. ASL courses (ASLS 121, 211, 214, and INTR 116, 118, 119, 216, 220, 224, 228, 230, 231, 241)
Montgomery College	American Sign Language, Associate of Arts • 6 cr. English Composition Gen Ed • 3 cr. Arts Gen Ed • 7-8 cr. Biological & Physical Sciences Gen Ed • 3 cr. Health Gen Ed

	• 3 cr. Informational Technology Gen Ed • 3 cr. Mathematics Gen Ed • 3 cr. Social & Behavioral Sciences Gen Ed • 35 cr. ASL courses (ASL I-IV, Structural ASL I & II, Visual Gestural Communication, Fingerspelling & Number Use in ASL, Introduction to the Deaf Community and Culture, Deaf History and Culture, ASL Translation and Interpretation, • 2 cr. Independent Study

2. Provide justification for the proposed program.

This degree program will provide a clear pathway for students to enter a field in Deaf education, ASL interpreting, human services, counseling, and social work. The courses are not new to AACC; the only new aspect is making the pathway in American Sign Language (ASL) clearer to students. Distinguishable from similar programs at community colleges in the state, this pathway will adequately prepare students to transfer to a four-year institution in a wide range of majors in the liberal arts, human services, behavioral and social sciences, social work, education, or Deaf education, allowing access and entry into the workforce in a variety of settings that will serve the Deaf community. The proposed courses will align well with and support the requirements for a bachelor's degree in the field, which is a required credential for certification as an ASL interpreter.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

This degree program is designed with the intent of future transfer although it does not appear that any HBI in the State of Maryland has a major in American Sign Language (ASL).[9] However, this area of concentration meets the basic needs for any transfer student attending an HBI in a field in the liberal arts, social and behavior sciences, human services, and social work. Specific transfer paths might include English, history, philosophy, psychology, sociology, human services, or social work.

F. Relevance to the identity of Historically Black Institutions (HBIs)

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[9] https://www.artsys.usmd.edu

Maryland HBIs have programs in English, history, philosophy, psychology, sociology, human services, and social work.[10] AACC serves a diverse student body with increasing numbers of minority and underrepresented students. This degree program has the potential to increase the participation of underrepresented students in American Sign Language (ASL) by providing a clear transfer pathway to HBIs in liberal arts, behavioral and social science, human services, and social work, contributing to an increased diverse presence in these majors at HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The proposed program grew out of an earlier attempt by Anne Arundel Community College ASL faculty and their community advisory board to undertake a feasibility study for launching a liberal arts transfer degree in ASL interpreting. As the Registry of Interpreters for the Deaf (RID) requires interpreters to hold a bachelor's degree before licensure, such a degree would represent a significant step toward completing the requisite four-year degree. However, the existence of a terminal Associate of Applied Science in ASL Interpreting at Community College of Baltimore County made this effort seem duplicative, even though that program tended to attract students who already had a bachelor's degree. As one of our top transfer institutions, Towson University's more recent plans to launch a Bachelor of Science degree program in ASL Interpreting are an encouraging development. Anne Arundel Community College plans to seek additional articulation agreements with Towson to include this pathway. This would allow our graduates access to their degree programs in ASL Interpreting and Deaf Studies. Given that the courses included in this proposed degree program already existed in the Department of World Language's curriculum, the Department of World Languages and the School of Liberal Arts believed that a formal liberal arts transfer degree program would best fit the academic goals of students desiring to develop excellent communication skills in American Sign Language for a variety of career and transfer pathways.

Dr. Lawrence Gray is a full-time associate professor and coordinator of ASL at Anne Arundel Community College who will oversee the program. He holds a Doctor of Education in Higher Education Administration from Argosy University and an M.A. in Sign Language Education from Gallaudet University. He joined the faculty of Anne Arundel Community College in the fall of 2008. He holds the rank of associate professor and is currently in sequence to apply for promotion to full professor in the next biennium. He is an active member of the Maryland ASL Teachers' Association and serves as Chair of the Advisory Council of the Governor's Office on the Deaf & Hard of Hearing. Dr. Gray is joined every semester by one to three adjunct instructors, each of which hold an M.A. in Sign Language Education from Gallaudet University.

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[10] www.artsys.usmd.edu

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

This degree's program requirements have been designed as a selection of courses to support a liberal arts transfer degree program. The Department of World Languages has adopted the following set of learning outcomes for this program:

1. Communicate complex ideas and information through writing, speaking, presenting, and using technology.
2. Locate, organize, and analyze information from multiple sources in order to develop informed, reasoned, and substantiated arguments.
3. Demonstrate understanding of the value of tradition, innovation, and creativity.
4. Demonstrate mathematical skills, critical analysis, and logical thinking to solve problems and interpret quantitative information.
5. Demonstrate an awareness of social diversity and the ways in which cultural values are historically and socially situated.
6. Communicate effectively at an intermediate level in American Sign Language with diverse audiences on academic and personal topics.
7. Demonstrate a comparative knowledge of the linguistic systems of American Sign Language and English.
8. Assess the intersection of Deaf culture and identity with hearing American society.

3. Explain how the institution will:

a) Provide for assessment of student achievement of learning outcomes in the program

The Department of World Languages has administered a learning outcome assessment program in reading, writing, listening, and speaking in Arabic, French, and Spanish each semester since Fall Term 2012 and has documented student achievement in these areas with Anne Arundel Community College's Director of Assessment and Instructional Innovation. The Department proposes to design learning outcome assessment instruments in receptive and expressive skills for the following courses: American Sign Language 1 (ASL 111), American Sign Language 2 (ASL 112), American Sign Language 3 (ASL 113), Fingerspelling and Numbers (ASL 114), and American Sign Language 4 (ASL 211). These will be supplemented by instruments measuring student achievement of learning outcomes in cultural competence (ASL 120 Introduction to the American Deaf Community and ASL 121 Deaf Culture) and interpretation technical competence (ASL 140 Introduction to Interpreting). These instruments will be administered to students formally registered in the degree program beginning in Fall Term 2020 and will be administered to all students enrolled in these courses the following academic year. Expressive skills will be assessed in ASL 111, ASL 112, ASL 113, ASL 114, and ASL 211 each semester for the 2020-2022 biennium, and receptive skills will be assessed in each of these courses during the 2022-2024 biennium. The cycle will repeat with expressive skills in Fall Term 2024.

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b) Document student achievement of learning outcomes in the program

Departmental learning outcome assessment plans are submitted to and approved by Anne Arundel Community College's Director of Assessment and Instructional Innovation. The Department of World Language's current plan directs data collection on one language skill (reading, writing, speaking, and listening) each semester in the 100 and 200-level grammar sequence courses on a biannual schedule. Each language skill is linked to a discrete learning outcome in each course included in the assessment plan. This plan will be updated this academic year to reflect the addition of learning outcome assessment in American Sign Language as detailed above in Section 3a. Assessment instruments completed by students, their scoring sheets, and instructor analysis at the section level are stored in hard copy format in the department chair's office. Annual reports are made available to the college's Director of Assessment and Instructional Innovation.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

General Education Requirements: 34 credits
English Composition: 6 credits
- ENG 101 - Academic Writing and Research 1   3 credits
- ENG 102 - Academic Writing and Research 2   3 credits
- ENG 101A and ENG 101 are equivalent courses. Students may take ENG 101A-ENG 102 or ENG 101-ENG 102 to meet their English Composition General Education requirement

Arts and Humanities: 6 credits
- ASL 111 - American Sign Language 1   3 credits
- Arts and Humanities course (other than ASL)   3 credits

Biological and Physical Sciences: 7 credits
- At least one lab science required. See General Education Biological and Physical Sciences Requirements for a list of approved courses.

Mathematics: 3 credits
Transfer students are recommended to consult a transfer advisor on mathematics courses accepted by their desired transfer institution.
Choose one Mathematics course from the following:
- MAT 133 - Finite Mathematics   3 credits
- OR
- MAT 135 - Statistics   3 credits

- Or more advanced level if qualified from the list below:
- MAT 137 - College Algebra   3 credits
- MAT 145 - Precalculus 1   3 credits
- MAT 146 - Precalculus 2   3 credits
- MAT 151 - Accelerated Precalculus   4 credits
- MAT 191 - Calculus and Analytic Geometry 1   4 credits
- MAT 192 - Calculus and Analytic Geometry 2   4 credits

- MAT 202 - Linear Algebra 4 credits
- MAT 230 - Elementary Calculus (For Business and Social Sciences) 3 credits

Social and Behavioral Sciences: 6 credits

- Choose two courses from two different disciplines. See Social and Behavioral Sciences for a list of approved courses.

Additional General Education Requirements: 6 credits

- Technology Requirement   3 credits
- Wellness Requirement   3 credits

Program Requirements: 26 credits

Students with prior ASL knowledge are encouraged to meet with the ASL coordinator to determine placement into higher level courses.

Required Courses: 21 credits

- ASL 112 - American Sign Language 2   3 credits
- ASL 113 - American Sign Language 3   3 credits
- ASL 114 - Fingerspelling and Numbers   3 credits
- ASL 120 - Introduction to the American Deaf Community 3 credits
- ASL 121 - Deaf Culture   3 credits
- ASL 140 - Introduction to Interpreting   3 credits
- ASL 211 - American Sign Language 4   3 credits
- Electives: 5 credits

Diversity Requirement Satisfied by ASL 120.

Course Listing and Course Descriptions:

ENG 101 - Academic Writing and Research 1

3 credit hours - Three hours weekly; one term.

Learn critical writing, reading, and thinking strategies. Write multiple essays, culminating in an instructor-guided research paper. Analyze a variety of texts and identify their cultural, historical, and social contexts. Develop foundational information literacy, academic research, and documentation skills.

Prerequisite: *Appropriate placement into ENG 101.*

Note: *A grade of C or better is required to satisfy the general education requirement.*

ENG 102 - Academic Writing and Research 2

3 credit hours - Three hours weekly; one term.

Develop advanced critical writing, reading, and thinking skills. Compose analytical and argumentative essays, culminating in the production of an independent, extensive, multiple-source, fully documented research paper. Analyze a variety of texts through close reading and explore their cultural, historical, and social contexts. Learn advanced research techniques, including formulation of research questions, identification of multiple audiences, analysis of rhetorical situations, and ethical research tactics.

Prerequisite(s): *Successful completion of ENG 101 or ENG 101H with a grade of C or better.*

Note: *A grade of C or better is required to satisfy the general education requirement.*

ASL 111 - American Sign Language 1
3 credit hours - Three hours weekly; one term.
Survey current systems of manual communications with an emphasis on American Sign Language. Focus on the manual alphabet, fingerspelling and vocabulary acquisition as well as on syntactical and grammatical structures that govern the language. Upon completion, students will have studied approximately 500 lexical sign items and be able to communicate in a rudimentary manner with Deaf and hard-of-hearing children and adults.

ASL 112 - American Sign Language 2
3 credit hours - Three hours weekly; one term.
Build upon vocabulary and sign skills acquired in American Sign Language 1. Provide videotaped sessions with feedback and fluency in the language. Become acquainted with some of the more complex grammatical structures in American Sign Language and increase vocabulary size to approximately 1,000 signs.
Prerequisite(s): *ASL 111 with a grade of C or better or permission of department chair.*

ASL 113 - American Sign Language 3
3 credit hours - Three hours weekly; one term.
Build on skills learned in American Sign Language 2, adding more complex ASL grammatical features and vocabulary, short stories, narratives and dialogues. Learn discourse skills including description of general surroundings, appropriate sequencing, temporal aspects and conditionals. Learn about the Deaf community and Deaf culture.
Prerequisite(s): *ASL 112 with a grade of C or better or permission of department chair.*

ASL 114 - Fingerspelling and Numbers
3 credit hours - Two hours weekly; one term.
Develop expressive and receptive fingerspelling as well as usage of numbers in ASL. Use receptive skills focusing on whole words, phrase recognition and identification of finger-spelled words in context. Develop speed, clarity and fluency. Study number usage focusing on cardinal and ordinal systems, incorporating systems and other independent classes of signs.
Prerequisite(s): *ASL 113 with a grade of C or better or permission of department chair.*

ASL 120 - Introduction to the American Deaf Community
3 credit hours - Three hours weekly; one term.
This course meets the Diversity Requirement. Learn about Deaf culture, history, heritage, American Sign Language and the Deaf community in the United States and abroad.
ASL 120 fulfills the Diversity Requirement.

ASL 121 - Deaf Culture
3 credit hours - Three hours weekly; one term.
Discuss historical and contemporary perspectives of the American Deaf culture using a socio-cultural model. Analyze evolving cultural definitions and discuss the intersection of American and Deaf cultures.

ASL 140 - Introduction to Interpreting

3 credit hours - Three hours weekly; one term.
Learn basic principles, practices and history of interpreting for the Deaf. Discuss the logistics and theories of interpreting environments and settings, regulatory and legislative issues, resources, the RID Code of Professional Conduct tenets and certification exams.

ASL 211 - American Sign Language 4
3 credit hours - Three hours weekly; one term.
Build upon the skills learned from ASL 113 American Sign Language 3, utilizing two to three role shifts, anecdotes, information sharing and rules explanation. Define and describe settings, and the function of objects, processes, and cause and effect. Discuss cultural norms and values of the Deaf community.
Prerequisite(s): *ASL 113 or ASL 114 with a grade of C or better or permission of department chair.*
Note: *Students may enroll in both ASL 114 and ASL 211 at the same time with permission of department chair.*

5. Discuss how general education requirements will be met, if applicable.

See G.4 above.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

AACC provides all students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interactions, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. The World Languages department has a Content Manager who regularly reviews, revises, and updates as needed program content for all advertising, recruiting, and admissions materials on the college website and elsewhere including the college catalog[11] which is accessible to all students through the college's website. Anne Arundel Community College

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[11] https://catalog.aacc.edu

ensures accuracy of program presentation in advertising, recruiting and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with our Strategic Communications (Marketing) department. If this program is approved, the catalog will present clear and accurate curricular information to include course and degree requirements, available course formats and information about technology assumptions about competency, equipment requirements and the learning management system. Each student also receives a course syllabus from their instructor that outlines the course content to be covered and the nature of faculty/student interactions as appropriate for that course and course format. For online courses or courses with an online component, students are made aware of assumptions regarding technology competence and skills, technical equipment requirements and the College's learning management system (Canvas). This information for each course may be provided via the course syllabus or directly by the instructor during the first few class sessions.

In addition, each new student is required to attend an orientation session, either online or in person. Orientation offers an introduction to all the various aspects of academic and campus life at AACC. Students learn tips for academic success, hear a variety of AACC student success stories, learn more about MyAACC, the student portal, meet faculty members, join a student organization, meet fellow students and take a campus tour.

Students have access to the complete range of services available at AACC in support of achieving their educational goals[12]. The college website, catalog[13], and a myriad of other materials outline the comprehensive services available to students: Academic Services, Student Records, Campus Amenities, Careers & Employment, Disability Support Services, Child Care Services, Health & Personal Counseling Services, Student Achievement & Success, and Technology. The majority of AACC credit students receive some form of financial aid, scholarships or financial support. AACC's Financial Aid & Veterans Benefits office[14] provides financial assistance to students and families, allowing them to participate fully in the total educational experience. More information on how to apply for scholarships and grants is found on the college website[15], as is information on tuition, fees, and methods of payment.[16].

All admissions and outreach materials are the same for all students, and accurately represent programs and services available. Notice of nondiscrimination and information on Title IX, ADA and Title 504 contacts are provided.

> **9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

Anne Arundel Community College ensures accuracy of program presentation in advertising, recruiting and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor

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[12] https://www.aacc.edu/resources
[13] https://catalog.aacc.edu
[14] https://www.aacc.edu/about/administrative-offices/financial-aid
[15] https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/financial-aid-and-scholarships/
[16] https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/credit-tuition-and-fees/

review and update in a collegial partnership with our Strategic Communications (Marketing) department. Anne Arundel Community College's homepage has links to six major headings, two of which directly apply to college majors and credit courses (earn a degree, certificate or college credits, and earn college credits while in high school). The main page for each heading has relevant advertising, recruiting and admissions information. In addition, across the top of every page are direct links to Programs & Courses, Apply & Register, Costs & Paying for College, Resources for Students, Campus Life & Activities, and About Us.

H. Adequacy of Articulation

AACC coursework transfers to Maryland public institutions based on the rules outlined in the Code of Maryland Regulations (COMAR 13B.06 General Education and Transfer). This Area of Concentration in ASL utilizes existing coursework to establish a clear transfer pathway for students. The World Languages Department plans to engage and partner with additional public and private Maryland institutions to discuss Memoranda of Understanding to ensure seamless transfer if this area of concentration is approved. The Department of World Languages is in the process of contacting other Maryland institutions (McDaniel and Towson) as well as Gallaudet University in Washington, DC to discuss Memoranda of Understanding (in collaboration with our Director of Transfer, Articulation and Career Alignment) to assure seamless transfer if this degree program is approved. This degree program will be particularly suitable for students planning to complete the B.S. in Deaf Studies at Towson University or the minor in ASL/Deaf Studies at McDaniel College. McDaniel's undergraduate program prepares students for admission to the M.S. in Deaf Education. All ASL courses in this program have outcomes that align well with similar courses at other Maryland institutions. For this reason, we do not anticipate any major issues with transferability.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

This degree program utilizes courses and faculty members already in place. The World Languages department at AACC currently employs one full-time ASL faculty member and three ASL adjunct faculty members. The majority of our courses are taught by the full-time faculty member, who holds tenure and the position of associate professor. This full-time faculty member holds a doctorate in Higher Education Administration and an MA in Sign Language Education. Below please find a list of all faculty currently teaching in this program.

Name	Terminal Degree Title and Field	Academic Title	Status	Courses
Lawrence Gray	E.D., Higher Education Administration	Associate Professor/Tenured	full-time	ASL 111, 112, 113, 114, 120, 121, 140, 211

Chris Brawner	M.A., Sign Language Education	Lecturer 1	adjunct	ASL 111, 112
Michael Dunham	M.A., Sign Language Education	Lecturer 1	adjunct	ASL 111, 112
Lynda Schott	M.A., Sign Language Education	Lecturer 1	adjunct	ASL 111, 112, 113

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in:

a) Pedagogy that meets the needs of the students

Anne Arundel Community College provides professional development for faculty in pedagogy that includes student-centered, content focused, evidenced-based effective teaching practices that improve student learning. Competency-based faculty professional development learning opportunities occur in a variety of formats including face-to-face workshops, online and hybrid courses, focused signature series programs, and department specific mini workshops. These opportunities are facilitated by internal teaching faculty and expert consultants. A menu of focused faculty development programs aligned to the priorities for the faculty is provided yearly. Faculty select from these signature programs for their required professional development plans which outline their proposed professional goals and professional development activities for a renewable two-year period. Full-time faculty teaching in the program have access to $3300/year tuition reimbursement funds for graduate-level coursework, including professional development coursework in education and pedagogical approaches to second-language instruction. These faculty members also may apply to the School of Liberal Arts for funding to attend professional conferences, and priority is given to presentation or attendance at conferences supporting faculty members' growth and development as effective teachers. Both full-time and part-time faculty are encouraged to enroll in Anne Arundel Community College's six-credit letter of recognition in Pathways to Teaching Adults. The program includes six, one-credit courses focused on enhancing academic success for post-secondary students.

Anne Arundel Community College faculty development is designed to deepen understanding of concepts, skills, and teaching strategies in order provide substantial learning e xperiences for students. Faculty content experts engage in professional development opportunities focused on understanding and applying a learner-centered approach to college teaching linking theory to practice. Structures and strategies necessary for student learning of challenging content, critical thinking, and collaboration are taught to faculty utilizing adult learning theory and incorporating active learning. Faculty are provided with formal and informal opportunities to collaborate with colleagues and learn in job-embedded contexts for discipline/course specific content instruction. Faculty are supported in expanding their instructional practices through these formal

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professional development opportunities and through colleague to colleague professional development including learning structures such as mentoring, coaching, teaching squares, book studies, and colleague to colleague observation and feedback. In addition, supervisors provide periodic opportunities for feedback and reflection.

b) The learning management system

All full and part-time faculty must complete Online Focus/Online Focus-Applied training prior to teaching and/or developing an AACC online or hybrid course. Online Focus provides online faculty an understanding of teaching online and best practices in course design, facilitation and technology integration. Online Focus-Applied provides online faculty an opportunity to build or substantially improve an online or hybrid course utilizing best practices in course design and quality standards. Separate training is also available for faculty only using the Learning Management System for teaching in a face-to-face mode. In all of these trainings, instruction regarding online pedagogy is both provided and modeled. An emphasis is placed on strategies that facilitate communication, develop higher order thinking and problem solving skills, and engage learners in the online environment. The value of clear navigation, explicit instructions, accessibility, and appropriate assessments are also emphasized.

c) Evidence-based best practices for distance education, if distance education is offered.

This degree program includes three online courses: ASL 120, ASL 121, and ASL 140. Faculty content developers will work in collaboration with instructional designers to develop online courses that adhere to institutional course design best practices as informed by the essential standards for course design. Additionally, trainings, presentations, demonstrations, and model courses are available to faculty regarding evidenced-based best practices for distance education. In addition, all faculty members, both full and part-time, who will be teaching hybrid or online sections, enroll in and must pass Online Focus. Online Focus is a semester-length online course in effective online educational practices and best practices in course design offered by the college's Virtual Campus.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Andrew G. Truxal Library currently holds adequate resources successfully supporting American Sign Language (ASL). Resources are periodically reviewed for current content and availability. Library staff were consulted during the program development phase and determined that adequate resources are available for the students in the proposed program.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13).

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

This degree program utilizes existing courses, faculty and staff to establish a clear transfer pathway for students. Thus, current laboratory spaces, equipment, office space and computer technologies are adequate to support this programming.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system

AACC provides all students with a student college email address. In addition, there is an electronic mailing system within AACC's learning management system, Canvas. The Canvas learning management system also has additional communication tools such as discussion boards and announcement pages that support communication between the students and faculty.

b) A learning management system that provides the necessary technological support for distance education

AACC has an easy-to-use learning management system, Canvas, which students can either learn on their own, virtually attend Canvas online training, or receive help from the Help desk or instructors. The Helpdesk (410-777-HELP) is available during the week and on weekends. There are also computers in the Truxal Library for student use. Canvas provides the necessary technological support that this certificate needs. All courses have a Canvas course shell in which faculty are required to post their syllabus and to use the Canvas gradebook. Additionally, they may use any of the other Canvas features such as posting announcements and discussion boards. It also features an accessible online gradebook that all instructors are required to use and update regularly. Assignments can be assessed directly in Canvas using easily accessible tools for providing and viewing instructor feedback.

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L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14).

TABLE 1 - RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	$0.00	$0.00	$0.00	$0.00	$0.00
2. Tuition/Fee Revenue (c + g below)	$27,000.00	$27,540.00	$35,113.50	$35,815.77	$43,838.38
a. Number of F/T Students	3	3	4	4	5
b. Annual Tuition/Fee Rate	$4,500.00	$4,590.00	$4,681.80	$4,775.44	$4,870.95
c. Total F/T Revenue (a x b)	$13,500.00	$13,770.00	$18,727.20	$19,101.74	$24,354.75
d. Number of P/T Students	6	6	7	7	8
e. Credit Hour Rate	$150.00	$153.00	$156.06	$159.18	$162.36
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	$13,500.00	$13,770.00	$16,386.30	$16,714.03	$19,483.63
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 – 4)	$27,000.00	$27,540.00	$35,113.50	$35,815.77	$43,838.38

Financial Data – Resources

1. **Reallocated Funds:** None.

2. **Tuition and Fee Revenue:** The number of students is estimated based upon the number of students enrolled in similar Liberal Arts Transfer Degree programs, with Areas of Concentration in the Liberal Arts. Tuition & Fees are estimated to increase by 2% each year.

3. **Grants and Contracts:** None

4. **Other Sources:** None

5. **Total Year:** None

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year

TABLE 2 - EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b+c below)	$0	$0	$12,027	$12,267	$12,512
a. # FTE	$0	$0	0.40	0.40	0.40
b. Total Salary	$0	$0	$11,172	$11,395	$11,623
c. Total Benefits	$0	$0	$855	$872	$889
2. Admin. Staff (b + c below)	$0	$0	$0	$0	$0
a. # FTE	$0	$0	$0	$0	$0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Support Staff (b + c below)	$0	$0	$0	$0	$0
a. # FTE	$0	$0	$0	$0	$0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 – 7)	$0	$0	$12,027	$12,267	$12,512

Financial Data – Expenditures

1. **Faculty Funds:** Students entering the program will take foundational courses already in place for the degree program. An additional adjunct faculty member at .4 of a full-time faculty member per year will be needed beginning year three. Salaries are estimated to increase by 2% each year.

2. **Admin. Staff Funds**: Existing

3. **Supportive Staff Funds:** Existing

4. **Equipment:** Existing

5. **Library:** Existing

6. **New or Renovated Spaces:** None

7. **Other Expenses:** None

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. **Discuss procedures for evaluating courses, faculty and student learning outcomes.**

   All instructors and courses are evaluated by students using the college-wide Student Opinion Form. Students fill out and submit their evaluations of the instructor and course at the end of each course using an online form. Student Opinion Form data and individual student comments on the form are incorporated into Annual Faculty Evaluations, which include evaluations on faculty teaching effectiveness, professional growth, departmental service, and college/community service. Annual Faculty Evaluations, supplemented by Student Opinion Form data, form part of faculty assessment for promotion and tenure purposes. In addition to soliciting student input for faculty and course evaluation, faculty colleagues conduct classroom visitations and peer evaluations in the second and fifth year of employment and at any time of consideration for promotion or tenure for full-time faculty. Adjunct faculty are evaluated by a peer or supervisor in the first year of employment and every three years thereafter and/or at the time of consideration of promotion. Adjunct evaluations include a classroom observation, review of student opinion forms and review of course materials.

   Student learning outcomes for this new program will be assessed by evaluating data collected from the expressive and receptive language skill assessments discussed in Section 3a of this document. Program faculty will compare global achievement levels in expressive and receptive language skills with the current set of student learning outcomes to determine the utility and effectiveness of the learning outcomes. This procedure leaves open the possibility of future adjustment to ensure that these outcomes drive optimal classroom instruction and yield useful data. See section 3a above for more information on evaluation of student learning outcomes.

2. **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

   The College has an established Office of Learning Outcomes Assessment. The Director of Assessment and Instructional Innovation meets regularly with a faculty-run subcommittee on Learning Outcomes Assessment (a sub-committee of the Teaching and Learning Committee). The mission of the subcommittee on Learning Outcomes Assessment is to guide and oversee program-level outcomes assessment throughout the college. The Office of Learning Outcomes Assessment provides tools to the college's various programs to assist in regular program assessment, including an Annual Program/Department Assessment Report and a Curriculum Mapping Template (to ensure alignment of course objectives and outcomes with department and/or program outcomes as well as college-level core competencies). The Department of World Languages maintains established Learning Outcomes for all of its courses, including the ASL courses in this degree program. Learning Outcomes for each course are reviewed by the

college's Education Policies and Curriculum (EPC) Committee. The Department of World Languages chair reviews Learning Outcomes for all courses on a biennial basis, presenting its findings and revisions to the Office of Assessment and Instructional Innovation and EPC for review.

Anne Arundel Community College has EPC, designed to evaluate the addition or modification of new programs, and deletion of existing programs. EPC makes recommendations to the Academic Forum/Council of the college since it is charged with evaluating existing and proposed curricula and courses so that they support educational objectives and policies, and comply with established requirements from accrediting and other approving agencies. The proposed program was reviewed and approved by EPC, the Academic Forum/Council as well as the College's Board of Trustees.

The college conducts regular evaluations of degree programs with respect to enrollment, retention, curriculum relevancy, and outcomes assessment. All programs undergo a comprehensive review on a staggered 4-year cycle, using a Comprehensive Program Review Template that contains program data scored on a rubric. The template includes metrics in the areas of program continuation and completion, course success, headcount and program outcomes assessment. Also required is completion of a Program Review Narrative, which includes action items. The entire package is then reviewed in meetings that include the program chair/director, assistant dean, Director of Assessment & Instructional Innovation, Dean, Associate Vice President for Learning & Academic Affairs (AVPL), and the Vice President for Learning. The purpose of the program review meeting is to share program successes and address program needs. To ensure progress is being made on action items, the Office of the AVPL requires the Deans to complete two-year interim reports. Program review meetings and discussions also include consideration of programs costs and return on investment to address cost effectiveness and the impact on student and community needs.

Student satisfaction with courses and instruction is assessed for each course and instructor each semester through the collection of feedback through student opinion forms (see additional information above in the response to section M1). Through student opinion forms, students can assess and comment on the course content, delivery and instruction. This information is used for faculty evaluation and considerations for promotion and tenure.

Faculty satisfaction with course content and delivery is discussed through regularly scheduled meetings among department faculty who may discuss recommendations for changes to the curriculum or pedagogy as appropriate.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

1. **Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

According to AACC's Diversity statement, "AACC is committed to supporting and sustaining a diverse and inclusive educational environment." Community colleges, with their greater diversity of students, offer an important opportunity for broadening participation in the liberal arts. At AACC, the American Sign Language (ASL) degree program, which includes courses frequently taken in fulfillment of general education requirements, provides an opportunity to raise awareness among all transfer degree students about the many career opportunities available to graduates with excellent communication skills in ASL. The proposed program is well positioned to increase access to minority and diverse student populations to a variety of career opportunities in the field of American Sign Language and related careers while preparing an increased number of students to better assist and engage with members of the Deaf community. The goals of the proposed program include providing diverse students access to high quality curricula, instruction and educational experiences while ensuring equity of course and program outcomes through periodic and comprehensive program assessment as discussed above.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. **If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

   Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22).

1. **Provide affirmation and any appropriate evidence that the institution is eligible provide Distance Education.**

   Anne Arundel Community College has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses by Middle States Commission on Higher Education. AACC utilizes the Canvas platform to provide online lectures, assessments, discussion boards and other online instructional supports to students. In addition, the college has distance education classrooms equipped with cameras and audio to share lectures with students in offsite facilities.

2. **Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

   Not applicable.

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